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IDENTIFIERS *India

ABSTRACT

Four adult education programs being conducted in India are described in the case studies in this packet. Two of the projects involve literacy; the third promotes literacy as one part of its community development program, and the fourth trains workers in hotel management and catering technology. The literacy programs are (1) development of a literacy education component as part of the Department of Adult and Continuing Education at the University of Madras and (2) provision of adult basic education for illiterate adults living in the Madras city slums. The community development program is conducted by a voluntary religious agency directed by a Canadian Jesuit priest; it seeks to help the people in Darjeeling take better care of their health, to promote problem-solving skills, and to provide literacy education using a problem-centered approach. In the fourth program, the Ministry of Tourism promotes instruction in hotel and food service technology at various levels of proficiency; graduates earn certificates, diplomas, or degrees. (In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidlines for contributors.) (KC)

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ED311172

WORLD PERSPECTIVE CASE DESCRIPTIONS ON EDUCATIONAL PROGRAMS FOR ADULTS: INDIA

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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TABLE OF CONTENTS

Preface

Case Descriptions--by Country

Case Descriptions--by Category

Case Coordinators Who Contributed Case Descriptions

Literacy Program
Punjab Association
National Council for Hotel Management and Catering Technology
Hayden Hall: A Community Development Approach

Guidelines for Contributors

August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following

the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council

for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy
23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page

consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
Dusan Savicevic

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CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

*New cases received since March 1988.

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
15L/1-11	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
21C/1-6	INDIA	Workers	National Council for Hotel Management and Catering Technology	R. Jayagopal
*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
22L/1-24	IRELAND	Professional, Other	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22Q/1-12		Workers	Diploma in Manag. & Industrial Relations	John Ryan
23A/1-14	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
24A/1-11	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
24B/1-10		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
24E/1-10	ITALY	Other	Adult Education in Bologna	Mario Ricci
24F/1-18		Overview	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
24G/1-11		Personal	Provincial Administration of Moderna	Vanna Tori
24H/1-6		Personal	University of the Third Age-Orvieto	Lucio del Corno
*24J/1-6		Personal Citizen	Mass Media and Adult Education in Sardenia	Fabio Masala
25A/1-32	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
26A/1-12	KOREA, DPR	Overview Workers	Overview	Nam Jin U
29A/1-17	NETHERLANDS	Literacy	Open School	Maatje Balde
29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
29E/1-17	NETHERLANDS	Other	Television Academy	Anja Dircken
29F/1-20		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
29O/1-8		Workers	Occupational Retraining in Office Skills	Maatje Balde
*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen-van Waard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
34A/1-19	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
41A/1-7	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
41D/1-9	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
41E/1-15		Higher	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
45E/1-27		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

CASE DESCRIPTIONS - BY CATEGORY

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
2A/1-26	Agriculture	AUSTRALIA	Farm Manage. Home Study Program	Barry O'Neill
4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
22A/1-14	Agriculture	IRELAND	Certification in Farming	Michael Hassett
*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
38A/1-25	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
45A/1-16	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
2B/1-10	Citizen	AUSTRALIA	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5A/1-10	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
15B/1-11	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
24A/1-11	Citizen	ITALY	Public and Library: A Plan for the Education of Adults	Paolo Federighi
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
25A/1-32	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
41C/1-21	Citizen	U.S.A.	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
*1B/1-7	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
2C/1-11	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
2D/1-16	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
2F/1-9	Disadvantaged	AUSTRALIA	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15	Disadvantaged	AUSTRALIA	Women's Access Prog.	Helen Lanauze
2H/1-37	Disadvantaged	AUSTRALIA	Aboriginal Vill. Comm.	Natascha McNamara
2E/1-12	Disadvantaged	AUSTRALIA	Learning for the Less Mobile	Judith Elsworth
15E/1-14	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	S. Meyder
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
41D/1-9	Disadvantaged	U.S.A.	YWCA Refugee Program	Linda B. Knox
2J/1-12	Family	AUSTRALIA	Marriage Enrichment	David Kerr
2S/1-12	Professional Other Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
15A/1-11	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
15C/1-19	Health Family Personal Other	GERMANY	Catholic Ed. Organ.	Peter Muller
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22C/1-16	Family	IRELAND	Family Life Education Premarriage	Liam McCarthy
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
2K/1-22	Health	AUSTRALIA	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
15C/1-19	Health Family Personal Other	GERMANY	Catholic Ed. Organ.	Peter Muller
15D/1-18	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22E/1-13	Health	IRELAND	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
*30D/1-24	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*40A/1-42	Health	UNITED KINGDOM	Heartbeat Wales	Donald Nutbeam
41G/1-13	Health	U.S.A.	Alcoholics Anonymous	Alan B. Knox
45C/1-13	Family Health	YUGOSLAVIA	Nutrition Education	Mara Rupena Osolnik
2L/1-9	Higher	AUSTRALIA	Preparatory Studies	Michael Crock & Caroline Cottman
5D/1-8	Higher	CANADA	Distance Ed. at U. Victoria	Margaret Haughey

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*6D/1-8	Higher	CHINA	A University Without Campus	Lin Jun
15H/1-17	Professional, Tech Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
36B/1-21	Higher	SWEDEN	Distance Education at the Univ. Level	Birgitta Willen
41E/1-15	Higher	U.S.A.	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
2N/1-9	Leisure	AUSTRALIA	CCE Community Education Program	Bettina Fiegel
2M/1-15	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*25B/1-13	Leisure	JAPAN	Citizen's Learning Network	Miwa Toko
2P/1-15	Literacy	AUSTRALIA	NSW Board of Adult Ed.--Literacy	Rosie Wickert
*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
5E/1-20	Literacy	CANADA	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
19A/1-6	Literacy	HONG KONG	Literacy Program	Grace Mak
21A/1-33	Literacy	INDIA	Literacy Program	R. Jayagopal
21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
29A/1-17	Literacy	NETHERLANDS	Open School	Maatje Balde
29B/1-17	Literacy	NETHERLANDS	Study House for Adults	Emmy Wilson
29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson
*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
34A/1-19	Literacy	SAUDI ARABIA	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed A. Al Sunbul
36A/1-8	Literacy	SWEDEN	Basic Education for Adults in Sweden	Per Olof Thang
41F/1-25	Literacy	U.S.A.	Adult Basic Education	Alan B. Knox
*41K/1-11	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Heirton	Debra W. Johnson
45D/1-11	Literacy	YUGOSLAVIA	Basic Adult Education	Radivoje Kulic
45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional, Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5H/1-22	Other	CANADA	Residential AE in Canada	Wenda Abel
*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
13A/1-17	Other	FINLAND	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4	Other	FINLAND	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
316A/1-9	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
*17A/1-18	Professional, Other	GREECE	In-service Teachers Training in Greece	Michael Kassotakis
22G/1-13	Other	IRELAND	Maynooth Adult Daytime Education	(MADE)
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22F/1-10	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
22H/1-13	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi
24E/1-10	Other	ITALY	Adult Education in Bologna	Mario Ricci
29E/1-17	Other	NETHERLANDS	Television Academy	Anja Dircken
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
*30E/1-28	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
42A/1-17	Other	U.S.S.R.	ZNANIE Society	Yuri Fishevski
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-slovenia	Robic Tone

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic
*1A/1-8	Overview	ARGENTINA	Adult Education in Latin America	Isabel Hernandez
6A/1-18	Overview	CHINA	Chinese Adult Education-At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
*6F/1-40	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
24F/1-18	Overview	ITALY	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
36C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
*2Z/1-11	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the THird Age	Rick Swindell

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
15C/1-19	Health Family Personal	GERMANY	Catholic Ed. Organ.	Peter Muller
15D/1-18	Health Family Personal	GERMANY	Adult Ed. Center	Gabriele Werner
15E/1-14	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	Susanne Meyder
15H/1-17	Professional, Tech. Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
*15P/1-11	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24G/1-11	Personal	ITALY	Provincial Administration of Moderna	Vanna Tori
24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
15H/1-17	Professional, Other Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
16A/1-9	Professional, Other	GHANA	Training Teachers by Distance Education Methods	Joe K. Ansere
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
30E/1-29	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
*41N/1-7	Professional, Other	U.S.A.	Helping Stock Brokers Cope with Stress	Alan B. Knox
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45E/1-27	Literacy Professional, Other	YUGOSLAVIA	Research Into and Training In Literacy	Dusan M. Savicevic

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
2U/1-5	Professional Tech.	AUSTRALIA	CPE for Veterinarians	D. Bryden
2V/1-17	Professional, Tech.	AUSTRALIA	Country Pediatric Program	Hank Duyverman
5J/1-16	Professional, Tech.	CANADA	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18	Professional, Tech.	CANADA	CPE Program for Family Physicians	Penny A. Jennett
15F/1-15	Professional, Tech.	GERMANY	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13	Professional, Tech.	GERMANY	In-service Training at Busch	Peter Kilgenstein
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
29K/1-19	Professional, Tech.	NETHERLANDS	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
29N/1-9	Professional, Tech.	NETHERLANDS	Practical Neurology	I. W. Dresscher
29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
*37A/1-8	Professional, Tech.	SWITZERLAND	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
41H/1-28	Professional, Tech.	U.S.A.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
15H/1-17	Professional, Other Higher Personal	GERMANY	Courses by Radio	Peter Schmoock
15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
29H/1-16	Professional, Tech.	NETHERLANDS	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16	Professional, Tech.	NETHERLANDS	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19	Professional, Tech.	NETHERLANDS	In-service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
29N/1-9	Professional, Tech.	NETHERLANDS	Practical Neurology	I. W. Dresscher
29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
42B/1-9	Professional, Tech.	U.S.S.R.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
15K/1-11	Secondary	GERMANY	Evening High School	H. Taigel
6C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
2H/1-27	Workers	AUSTRALIA	Trade Union Postal Courses Scheme	Elizabeth Bluff
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
*6E/1-9	Workers	CHINA	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
13E/1-6	Workers	FINLAND	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10	Workers	FINLAND	School for Teaching ADP	Markku Suortamo
13G/1-4	Workers	FINLAND	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5	Workers	FINLAND	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
15L/1-11	Workers	GERMANY	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
16B/1-33	Workers	GHANA	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*20B/1-33	Workers	HUNGARY	Realities of Our Time	Matyas Durko
21C/1-6	Workers	INDIA	National Council for Hotel Management and Catering Technology	R. Jayagopal
22Q/1-12	Workers	IRELAND	Diploma in Manag. & Industrial Relations	John Ryan
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
*29U/1-20	Workers	NETHERLANDS	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18	Workers	NETHERLANDS	Management and Computer Education for Re-entry Women	E. Stark
*30G/1-40	Workers	NIGERIA	Women Education in Oyo State, Nigeria	C. A. Okedara
36D/1-13	Workers	SWEDEN	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang

CODE/ PAGE NO.	CATEGORY	COUNTRY	TITLE	AUTHOR
41J/1-11	Workers	U.S.A.	Credit Union Staff Development	Alan B. Knox
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29	Workers	YUGOSLAVIA	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19	Workers	YUGOSLAVIA	Self Management at Worker's Universities	Milka Oljaca
2X/1-11	Workers Literacy	AUSTRALIA	Workplace Basic Ed. Project	Jude Newcombe, et al.
15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
15M/1-15	Workers	GERMANY	Cont. Ed. in Training Companies	Michael Eisenmann
22Q/1-12	Workers	IRELAND	Diploma in Manag. & Industrial Relations	John Ryan
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
36D/1-13	Workers	SWEDEN	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9	Workers	SWEDEN	Labor Market Training in Sweden	Per Olof Thang
41J/1-11	Workers	U.S.A.	Credit Union Staff Development	Alan B. Knox
45F/1-10	Literacy Workers	YUGOSLAVIA	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic

ARGENTINA	1
AUSTRALIA	2
CAMEROON	4
CANADA	5
CHINA	6
CHILE	7
CZECHOSLOVAKIA	9
FINLAND	13
GERMANY, FR	15
GHANA	16
GREECE	17
HONG KONG	19
HUNGARY	20
INDIA	21
IRELAND	22
ISRAEL	23
ITALY	24
JAPAN	25
KOREA, DPR	26
NETHERLANDS	29
NIGERIA	30
PORTUGAL	33
SAUDI ARABIA	34
ST. LUCIA	35
SWEDEN	36
SWITZERLAND	37
TANZANIA	38
UNITED KINGDOM	40
U.S.A.	41
U.S.S.R.	42
YUGOSLAVIA	45

A WORLD PERSPECTIVE
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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

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City or Town CITY State or Province TAMILNADU STATE

Nation INDIA

2. Check whether this case is based on

(/) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Development Literacy Project of the Department of Adult and Continuing Edn.

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). LITERACY

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

UNIVERSITY

6. Basic characteristics of service area

A. 50 Sq.Mi. geographic size (such as square miles or kilometers)

B. .1 to .2 Million population (number of people living in area)

C. Rural urban/rural (density of population)

400/Sq mile

A WORLD PERSPECTIVE

ILLUSTRATIVE CASE

INDIA - LITERACY

Dr. R. Jayagopal (India)

A. Preamble

Consequent to one of the dramatic decisions made by the University Grants Commission - an apex funding body for the Universities and colleges in India. During 1979, many universities inaugurated the field oriented community service programme under the umbrella "Extension" services.

Prior to 1979, the primary tasks of Indian universities were 'Teaching and Research'. Considering the problems and the wastage of formal higher education system, it was decided by policy machinery that by adding 'extension' as the third dimension of activities of the universities, we should be able to rejuvenate the decaying formal higher education system. Another spin off, as envisaged by the educational authorities is that the man power which is locked up within the higher education system, could be utilised for helping the illiterate adults in the immediate neighbourhood of colleges and universities to learn and develop their resources.

The Indian higher education system is one of the largest in the world, where USA and USSR could be considered as the other two largest systems.

In terms of sheer numbers, it is estimated that there are 158 universities, 5400 colleges and nearly 2 million faculty members are within the fold of the higher education system. Also, out of the 100 million students enrolled in the educational system in India, 9% of the students are accounted by the higher education system. It is envisaged that by pressing into service this vast population through extension activities some social change could be brought about in the society on one hand and also a public image could be created for the higher education system, which is consuming enarmous public funds. The case study to be described is one such venture launched by the Department of Adult and Continuing Education at the University of Madras in southern part of India.

It is also considered very appropriate here to insert a brief profile of India so that readers can appreciate the problems described in the case study more meaningfully.

PROFILE OF INDIA

Capital: New Delhi (Population 5.73 millions)

Area : 32,87,000 Sq.km.

Population: 766.2 millions (1986)

Population Growth Rate: 2.04 percent (annual growth)

Languages: 15 officially recognised languages. Hindi is the official language of the country.

Religion: Predominantly Hindu (83 percent); Muslim (11.4 percent) Christians (2.4 percent) according to the 1981 census.

Radio receivers: 1 per 18 people

Telephones: 1 per 250 people

Newspapers: 21 per 1000 people

Passenger cars: 1 per 704 people

Doctors (Registered): 1 per 2477 people (1984)

Nurses (Registered): 1 per 4477 people (1983)

Hospital beds: 1 per 1447 people (1984)

Education: 92 percent of children in the age group 6-11 years were enrolled in primary schools; while 53 percent of children between 11-14 years were enrolled in the middle levels in 1984-85. Between the ages 20-24 the number enrolled in higher education was 9 in 1983.

GNP: Rs.207,305 crores (at current prices) in 1985-86 and Rs.63,649 crores (at constant 1970-71 prices)

State spending: Defence 20 percent. education 1.9 percent health 2.4 percent.

Currency: Rupee

Economy: Predominantly agrarian. The share of Agriculture in labour force has remained constant at 70-73 percent although its share in output (GDP) has steadily declined from 47 to 35 percent between 1965-1984. This implies that real income per head in agriculture is declining over time, pointing to worsening poverty and income distribution. Since the fifties, a diversified industrial economy has steadily evolved on a heavy-industry base: the share of machinery and transport equipment in value added in (manufacturing) has increased from 14 to 18 percent; chemicals from 8 to 11 percent while textiles and clothing has declined from 37 to 27 percent between 1970-1983.

The growth performance of India has been disappointing when compared to other low income economies in the sub-continent. A per capita GDP growth of 1.6 percent per annum between 1965-84 compares unfavourably with a 4.5 percent rate in China; 2.9 percent in Srilanka and 2.5 per cent in Pakistan. Only Bangladesh fared worse. The low per capita income ($260) of India when compared to these countries has important implications for the quality of life in the country. Particularly so in contrast with China and Srilanka. For instance, life expectancy at birth is only 56 years when compared to 69 and 70 years in China and Srilanka respectively. Infant mortality rates are also much lower in these two countries. Primary school enrolment ratios exceed 100 in China andSri lanka as against 83 per cent in India in 1983. Per capita calorie supply as a percentage of requirement was 96 per cent in India when compared to 111 and 106 per cent in the two countries. Despite a worse record in growth performance, the quality of life of India is however, much better than in Pakistan and Bangladesh.

8.<u>SETTING</u>

The provider organisation is the Department of Adult and Continuing Education at the University of Madras located in Madras which isone of the major cities of India with a population of 5 million. Though the Department is located in Madras, it extends its services to the rural areas (in the villages) located in the District of Chingleput which has a population of 4.2 million people.

Predominantly the villagers occupation dealt in this case study is agriculture, who are landless labourers, small farmers and artisans. Local panchayat (a self governing unit with 30 villages) runs few schools in the service area

where classes exist upto 8th standard. About 80 per cent of the adult population is illiterate. Majority of them belong to scheduled caste, which classification implies that they are educationally and economically most backward when compared to other strata of society.

Due to the population increase andhalf-hearted approaches to eradicate illiteracy so far the number of illiterate population has swollen up during the last few decades. Massive adult education programme is going on through out the nation from October 2,1978 which is called as the National Adult Education Programme, whose aim is to make the economically and socially deprived people to become self reliant leading to the liberation of the weaker section.

C.OUTCOMES

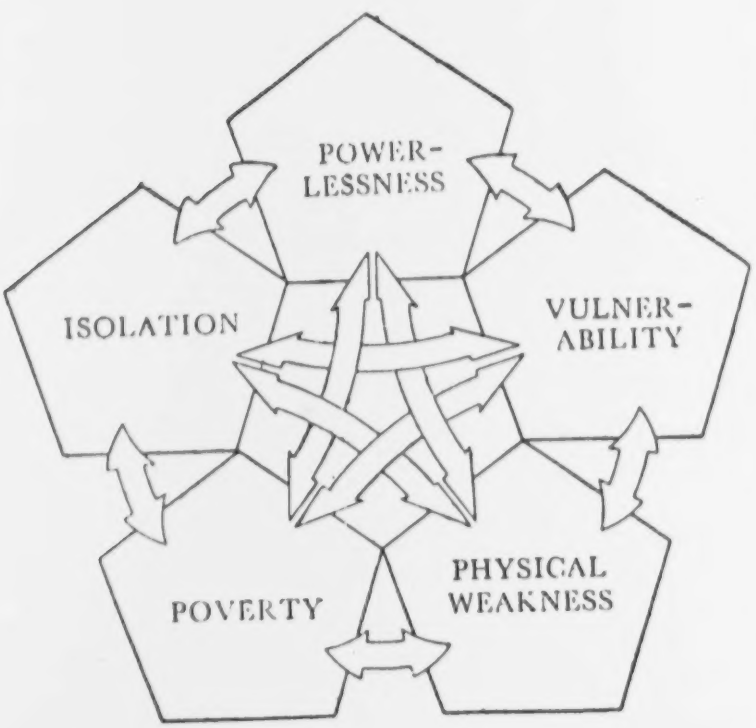
1. Goals

The general aim of the National programme is to develop a strong human resource base through functional/ development literacy programme which includes functionality awareness and literacy (inclusive of numeracy). The specific goal of the adult education program is to develop human resources through appropriate adult education and skill development programmes so that they can gain entry into the

world of work, which is based on the written culture. Thus the overall HRD process, is considered as a program to improve the quality of life. The intension being first to create an awareness among them about the social milieu in which they are placed and secondly to make them fit into the world of work. These processes are to be achieved through adult education strategies based on participatory approaches.

Every year the programme sponsored by the Department at the University serves about 500 adults who enter the program as total illiterate. Economically the participants could be considered as destitutes.

"Cluster of Poverty"



21A/7

The phenomenon of poverty is peculiar to these people as it is not considered as a single phenomenon. It is considered as a 'cluster of poverty', which is depicted in the diagram. (see p.6)

Some of the participants dropout of the programme because of academic (andragogical) and administrative aspects. To elaborate, it is observed generally that the animators who are in-charge of the teaching-learning strategies, have not responded to the local situations specifically. Perceptions of the animator and that of the learners have been divergent and the animator often resorted to "formal" class room procedures. Further, some of the learners have been mobile in nature and they move out in search of jobs mostly during off season.

Each year about 250 adults successfully complete the program. Evaluation of the pro ram is being conducted by the local animators, supervisor, post-graduate students and research scholars of the Department (provider organisation) The supervisor of the programme monitors the program at frequent intervals. As a third measure, the animator is requested to maintain a record of the daily activities. Most of the participants are in the age group of 15-19 years. Majority of them have joined the centre out of their own interest without anybody's compulsion and most of them are

illiterates. The general opinion of the participants who have completed the program, that the animator is more encouraging and his performance satisfactory. The most important things learnt are literacy, numeracy, health and hygene, science, general knowledge and skills related to artisan development. The main reasons provided by the learners for enrolment at the functional literacy centres is to read news papers, read and write letters, to read cinema posters, bus names, numbers, to maintain family accounts, to help their children as a support in their studies, to improve their living standard, for generating income, to develop better health and personal habits, to seek information regarding employment opportunities, to solve day to day problems, to develop companionship, to beat monotony and loneliness, to know others feelings and emotions and for developing better human relations. 75% of the learners are willing to undergo the program further.

More than half of the participants who have attained the expected level, i.e. in terms of literacy, functionality and awareness. Majority of the participants retained the concepts learnt by going through the primers given to them. 50% of them can write after the completion of the program. Most of them can read aloud with correct pauses and pronounciation. Majority of the learners can read social rhyms

street names, posters and simple instructions. Nearly 90% of them can maintain personal accounts. More than 50% have the working knowledge of metric weights, measures, currency, time, units of distance and area, population, percentage and interest.

D. PROCESS

1. Planning

The animator plays a major role at the centres who plans continuously for 10 months period, which is the total duration of the project the proceedings. The head of the service agency (i.e. Department of Adult and Continuing Education) along with his collegues, post-graduate students of Andragogy and the research scholars plan out the types of literacy program with the guidelines set by the Government of India. Accordingly the animator is trained. As was ~~already~~ earlier mentioned a supervisor is appointed for careful supervision (monitoring and evaluation). The Supervisor helps the animator with new ideas and techniques to make the session more interesting. The Supervisor also maintains a close rapport with the learners in order to motivate them and sustain their interest whenever the animator seeks the help of the Supervisor. For the P.G.students of the provider organisation, it is an apprentice period. They perform 3 different tasks. Their internship period is approximately 6 months, when first they observe the functions of the centre.

Secondly they act as supporting personnel for the animator and ultimately they serve as animator. The supervisor shares all the experience with the Head of the Department and thus the program is conducted on smoothly.

Support also comes forth from outside, namely from the local/opinion leader of the area, school teachers and service agencies in the area for the improvement of the program.

The need assessment process is done mainly by the animator, supervisor and the P.G.students of Andragogy through a project. For this purpose the P.G.students choose an aspect of field situation which interests them and submit a report (like american term paper) in partial fulfilment of the requirement for the Master's degree in Andragogy. Based on the assessment or study or project or term paper to fulfil the needs, programs are developed. It could be stated that not all needs are met, but to some extent some of the literacy needs are met.

2. Methods

The animator who has completed secondary school education in most cases is given an orientation training r egarding the content and methods of the program along with the aims and goals of the national program. After

ascertaining the animators readiness he/she is made to prepare a primer with the staff and experts in the field of learning material preparation. Words that are very simple and apt to the place where the animator is going to animate, find a place in the primer, which is the first learning material to which the learners are exposed. The functional words are used daily at home in occupation are analysed and synthesised through analytic, synthetic and eclectic methods of literacy, which are then meaningfully packaged to form a primer. In most cases the animator prefers synthetic method where he picks up a word which has functional connotation and teachers the alphabet of the word and then through recombination arrives at another functional word. Later he makes the learners to exercise writing other words which could be derived with the alphabets taught.

The animator articulates the learning environment with other audio-visual support materials such as simple drawings, pictures, interesting news from the news paper and other materials to create awareness leading to learning.

For example the picture of a clock is used to teach the learners about the knowledge of time. To teach arithmetic the animator uses simple materials which are easily available. Most of the learners prefer hearing to newspaper read to them by the animators. Many animators begin the session by indulging in casual conversation with the learners and ultimately reading to specific problems related for their living environment. The discussion is slowly directed to a problem solving session and in some cases the situation is further extended to and developing literacy. (Reading, Writing and Arithmetic skills) Otherwise the animator makes it a small discussion group where all the learners discuss about that particular issue and share their own ideas and suggestions.

The animator also prepares a package of lessons to be given for the week embracing different aspects like functional and development literacy, arithmetic, awareness, through dialogue and games.

3. IMPROVEMENT

The animator keeps evaluating the achievement of the learners every week by going through their note books, where they usually write. The animator also maintains the attendance

of the learners. Once in a week he keeps a check of those who have absented themselves continuously and makes it a point to visit them to find out the reason for absence and to encourage them to come and benefit by the program.

Periodically the animator administers a test for purposes of evaluating and for obtaining feed back. Few animators also reward the learners who score well in such feed back tests.

As part of continuous training, in-service training is conducted at the middle ofthe program (after 5 months) for the animators to rectify the hurdles that have come up in the middle and to make mid course corrections in the programs as per the program objectives.

4. PARTICIPATION

The Department of Adult and Continuing Education in collaboration with Madras Television Centre telecasts 'Literacy' programs for the adult illiterates living in the urban and rural areas of Tamilnadu. The program is titled "Education for Life" which carries functional literacy and awareness programms and is telecast on 2 days a week. The provider organisation (i.e. the Department of Adult and Continuing Education) coordinates the 'telecast' program by

21A/14

alerting the animators to telecasts which have relevance to local situations.

The learners at the literacy centres are requested to watch these telecasts programs. In few instances the TV programs were made on location in the rural areas to depict actual problem situation for discussion.

In few more instances the lea-rners are brought to the Television Centre and they participate in the literacy teaching programms, which acted as an incentive for the learners. Sometime announcing the names of the learners and the names of their villages in TV programms had salutory effect on motivation.

Besides the animators also takes the learners for a picnic to a nearby historical places, zoo and other important places.

D. INPUT

1. PARTICIPANTS

The profile of the participants has been provided elsewhere. Most of the learners are illiterates (have never gone to school) who constitute nearly 98 percent and few who have dropped out of the elementary school at first

standard level and have lapsed into illiteracy also find their way to the literacy centres. Sustaining their motivation is the major problem. Any 'formal' approach to teaching-learning situation triggers non-motivation and learners quickly dropout. Programs related to income generation and health services create interest. The Department, under the leadership of the Head (DR.R.JAYAGOPAL) has studied these problems for over 20 years and has now developed a new approach which has now developed a new approach which is called as "Development Literacy" and all attempt is made to convert the literacy centres into Development Literacy Centres.

Due to its community orientedness, prospective approach and in-built motivational aspects of cognitive and affective elements, the "Development Literacy Approach" has compromised many of draw backs observed in the functional literacy programs outlined earlier. Another added advantage is that the Development Literacy methodology could be duplicated easily at any place. The Development Literacy Approach has conceptually moved away from the "Integrated Rural Development" programs and other peasant development programs where the development inputs are artifically 'integrated'

as revealed in the evaluation of such projects, without taking into consideration the human and social consequences and the 'hierarchical' concept of inputs.

The author of the concept of Development Literacy concludes that "Development" and "Literacy" should go hand in hand, to sustain the growth of the individual and the community at large. More particularly this will be true, if the inputs are fed into the "receiving system" i.e., the individual/community in a hierarchical fashion, when they move from dependent type behaviour to independent and interdependent behaviour (self-reliance and mutual reliance) during the course of learning activities. Development is 'rationalisation', 'realisation', "participation", "actualisation" and a concern for the individual and the community. An interesting frame-work has been developed by Abraham Maslow which helps to explain the concept of certain hierarchy of needs, which is considered here, for furthering the conceptual frame of Development Literacy. According to Maslow (1954) there seems to be a hierarchy into which human needs arrange themselves and they are termed as psychological safety (security), social (affiliation), esteem (recognition) and self-actualisation. In reality,

most people in our society tend to be partially unsatisfied with greater satisfaction tending to occur at the physiological and safety levels than at the social, esteem and self-actualisation. For example, in an emerging society, where much of the behaviour tends to be directed towards satisfying physiological and safety needs still operate to some extent at other levels.

Applying this major logic of 'hierarchy of needs' it can be stated that a community or an individual in a community while developing has to pass through similar stages of growth and development. This also is to some extent parallel to the phenomenon of human growth and development. The psycho-physiological stages of human growth and development are termed as infancy, early childhood, childhood, late childhood, early adolescent, post adolescent, early adulthood and late adulthood. Embedded in these developmental stages is the tendency to attain certain changes i.e. from dependency to autonomy.

A popular assumption that exists is people learn accidentally and probably 80 percent of learning can be accounted for accidental learning. In a community where chances exist for more accidental learning development of the individual and the community will proceed smoothly. The

sequency of inputs of Development Literacy Approach aims to provide opportunities for planned and accidental learning for the members of the community by the members of the community.

The author's several years field experiences coupled with experience gained through the pilot project on "Development Literacy" indicates that the process of social change would include the developmental stages of dependency, autonomy and interdependency, provided appropriate inputs are supplied in a hierarchical basis during the developmental process.

Development Literacy Approach purports development of a specific rural community through certain learning webs, utilizing several alternative educational processes in a hierarchical manner lodged in the delivery system. The principles of integration of several psycho/socio/economic inputs in a flexible manner forms the matrix of Development Literacy Approach in a community.

For the purpose of operationalising the concept of Development Literacy certain pre-conditions have to be met. The chosen area for introducing the Development Literacy Project during the pro-active stages should

21A/19

meet the criteria of weaker section and economic backwardness. During the pro-active stage, mobilisation of through dialogical process. This also means, age group categorisation, developing andragogies andother action oriented projects toward need fulfilment of the target population.

In assessing the human resources it is worthwhile to remember that it is the whole person, who is the key r source and not merely his specialised skills, knowledge or capabilities. Hence resource assessment would include a complete psychological or personality profile as well as the social network group relations. Skills, knowledge and capabilities are important but only as part of the full personality.

If the initiative of the outsider is greater than that of the community then the latter becomes a passive recipient of the inputs and participation of the community is repressed.

It follows that the initiative of the community members must remain ahead of the change agents, ultimately leading to taking over its own development. It is concluded that in order to reach this goal the folldwing experience should be considered.

a. Let the people themselves solve the problem so that they gain insight into the problem.

b. Let them learn from their errors.

Once community awareness (due to attitudinal change) develop leading to a process of self-direct ed growth then development would be in the hands of the people. It is considered that Development Literacy will usher"Self-reliant attitude and behaviour" which is the key for meeting several human and social needs. Therefore considerable emphasis on adult education and allied activities (awareness,praxis, etc.) is laid in this project on Development Literacy. The four levels of educational experiences that are envisaged in the Development Literacy project are:

a. Informal education for children and adults through expansion of activities.
b. Training in specific skills of adults.
c. Extension activities involving non-formal education
d. Primary level formal education (to attain literacy)

Development Literacy aims at comprehending the dynamics and complexity of social problems at a particular region and therefore the concept of Development Literacy is based on the regional/area/community approach. A condition to the success of development programs, is a conscious effort to develop and apply what might be called transfering or

or generating an appropriate technology at the regional level.

Hierarchy of inputs

The logical sequence of development of the community would depend on several categories of inputs as listed below:

a. Training for self-employment, through development of new and useful skills (functional literacy would satisfy the basic needs).

b. To impart varied skills in the area of numeracy leading to maintenance of accounts, writing applications,etc. (It is assumed that at this stage the participants of the Development Literacy Project will develop insight into the price mechanism and market behaviour as part of the basic needs).

c. Training for co-operation (including moral and ethical values) leading to formation of rural consumer societies in the area of marketing and allied activities (to provide social and affiliating needs).

d. To provide communication inputs including effective communication techniques and observation to help the beneficiaries understanding of the milieu.

e. Training inputs, in the area of family health, hygiene, nutrition and child welfare (social needs).
f. Training towards better utilisation of energy resources and housing facilities (social needs)
g. Training for rural workers labour union (social needs).

Literacy will be an essential aspect of all these programmes.

The attendence of theparticipants varies from some body attending one-day per week to 5 days a week. Depending on the nature of the session the cemtre commences its exercises usually any where from 7 to 7.30 p.m. and goes on upto 8.30 p.m. or so.

Majority of the learners enter the programs without any knowledge of 3 Rs. About 75% of the participants are women. Many of the participants are occasional wage earners. About 75% are over age 15. 10% are in their 20's and early 30's. The average age is 25. Their reasons for not learning literacy are mainly due to poverty.

Majority of the participants belong to one of the most economically backward sections called as the shceduled caste. The Indian caste system is one of the most complex systems where they are classified as pertheir social, economic and occupational levels and SC occupy the lowest rung of the ladder.

2. Needs: Majority of the participants do not appreciate learning 3R's. They feel that it will not fetch them anything in life for better living. The felt need is "functional literacy" along with functionality.

3. Staff: In addition to the Head of the Department and a full time Supervisor, the staff includes 30 part-time instructors and 2 secretarial and suppot staff. The full-time supervisor living in the area where the Development Literacy centres are functioning manages the 30 centres. The supervisor plans out his programe for the 10 month period in consultation with the head, in such a way thathe covers all the 30 centres in a week, giving priority to the centres where there is problem. The centres functions mostly in the late evenings between 6.30 p.m. to 8.30 p.m. Hence the supervisor finds convenient to meet the Head of the Department during the day to discuss matters related to day to day operation.

4. Content: A range of subject matter is taught depending on the place, animator and the participant. The main content usually spans over functional literacy, numeracy, awareness and some skill learning. Besides knowledge of health, bygiene, science, general knowledge, participation in democracy and learning income generating skills are also included in the content.

5. Finances: For an administrative year of tralling Rs.70,000 rupees ($ 6000/-) where administrative cost is Rs.40,000 ($ 3,500) field and learning cost is Rs.30,000 ($ 2,500).

The University Grants Commission of New Delhi sanctions the fund to the universities in India for operationalising the literacy programmes.

21A24

6. Facilities: The office of the Head of the Department, supervisor and the secretarial staff in the University building located in the city of Madras. The learning centres are in the villages mostly in school buildings, public halls and sometimes in the temple premises also. In many places the sessions are conduted in buildings which are not quite suited for the learning activity. The materials for the learners include prmers, note books, pencils, black-board chalk pieces, hurricane lanp and wall posters supplied by development agencies. Improvisation is made as regards lighting and the Department arranges sometimes temporary connections which also causes problem.

7. Other: (a) Success stories:

The case of a women's learning centre:

This is the success story of a women's literacy centre located at a village, 12 kilometers North West of Madras and the provider organisation i.e. Department of Adult and continuing Education. The population of the village is 7000 and has a mixed caste composition of upper caste and lower caste constituting the mixture. Separate housing colonies exist for the different castes. Most of them could be calssified as landless agricultural labourers, belong to section, people living below poverty line. There are other educational infrastructural facilities

available at the village, such as nursery school, elementary school and a youth welfare club. The communication facilities at the chosen village is also satisfactory as there is frequent bus service between the city of Madras and the village. A doctor and para medical worker are available for health delivery system. On the whole, many facilities exist at the village and utilization of the same depended on the socio-economic condition including educational and awareness levels.

b) Any other psychological or social change that has occured which is worth mentioning.

Educational Objectives:

The overall objectives of the Nationl adult Education Programme were translated by the participants into long term and short-term behavioural objectives. It was set forth that in four months the learners would be familiar with all letters in Tamil and would be able to read and copy simple written materials. More specifically, it was desicded that in the first month, they would cover about fifty alphabet, seventy five in the second month, hundred letters in the third month and therest in the fourth mont. Besides, these, it was aimed that they would learn information pertaining to various problems to icrease their awarness and for application in their day to day affairs.

21A/26

The Content:

The content of the adult education program was divided into three components such as literacy, awareness and functionality.

The literacy taught at the centre covered all Tamil Letters, i.e., vowels and consonants. The sequence of learning literacy was structured from simple to complex. The letters learnt were the words used at home, names of week days, nearby places, buses that pass through their village and neames of parts of human body, along with numeracy.

As part of awareness, they were exposed to problems of childlabour, poverty, social discrimination, health, nutrition, water pollution, evils of illiteracy, village panchayat and analysis of caste structure in the village.

They were exposed to the concept of cleanliness hardwork, kitchen-gardening, basket-making using plastic wires, self-employment opportunities and samll savings concept.

The areas outlined earlier were covered during the target of four months.

The Methodology:

The methodology followed for teaching, literacy was the eclectic method. In addition to this, drill method, simulation, games and role play were also followed. Ti cite an example, two learners were given the role of mother and

21A/27

daughter. In a particular situation, the mother was reluctant to send her daughter to the adult education centre and after considerable persuasion daughter wins over her mother and attends the class. The role play method was discussed by the participants and it served as a motivating factor. Discussion was also introduced through charts and posters on social themes and words were selected from the themes and literacy was taught. Group learning was very much appreciated by the learners as it helped them to interact and see how each behaved in the group.

House visit by the animateur was another motivating device and the learners were able to see the involvement of the animateur. Thus, the animateur became familiar with the villagers which enabled him to earn the support of the community.

One other important methodology followed was the project method. The learners were assigned individually to find out how much they spent daily on food and other items. This information was shared by the learners in the class which opened their eyes to certain realities. Topics on budgeting and saving were derived from such units of learning which kept the learners motivation alive throughout the session.

Another project in the program was a study tour organised for the learners. The participants of the centre visited many historically important places in the Madras City which proposal came from the learners. The problem of monetary resources for the tour was discussed at length and the learners decided to save little by little. One of the learners took up the respobsible job of accounting and it took nearly two months to collect the money needed for the trip.

Before the tour, they learnt the names of the places they were supposed to visit and learning names became easy as they were motivated by the idea of going on a tour. After the tour, a review session was conducted and the learners participated in the discussion with all vim and vigour. The participants shared whatever they have learnt with others and whever more details were needed the animateur provided the same.

Story telling was yet another method followed to teach literacy. Folk dance such as Kummi and singing added variety to the program. Words were selected from the songs sung by the learners which were used for teaching literacy. Further games and "kolam" (rural drawings) were used to motivate the learners to learn more words and numbers.

Evaluation Procedure:

Frequent evaluation was held based on certain criterion measures. Every fortnight, oral and written tests were conducted. Dictation was a regular feature of the evaluation systme. Continuous feed back received from the learners helped to rearrange the learning environment according to the feelings of the group. Letter cards were shown to the learners so that they could identify them. The relevancy of the program was deduced from the regularityand the active attention showed by the learners in the class. In spite of the hard work of the day, the learners evinced keen interest in attending the class which was a noteworthy feature. Games were used to make the learners feel at ease and participatory scrabbles were used to evaluate the literacy skils of the learners.

Aspects of Success:

The case of Nerkundram (the Women's Centre) could be considered as a green ribbon on a yellow page for many reasons.

(1) The corss sex influence of the animateur in the teaching-learning situation has long been ignored. In this case, it is the male animateur who was able to teach a group fof women learners. Often it is said that in villages such a situation will be considered as non-

traditional and might give rise to conflicts. In the present case the animateur was able to tackle the problems through his cautious approaches as outlined in the case. Since the first day, he was able to carry the villagers, opinion leaders and the learners toward his goal.

(2) Behavioural objectives in terms of learning as set forth by the animateur were very clear. The partial success of the program could be attributed to the clarity exhibited by the animateur in his goals and objectives.

(3) Methodology of teaching and instruction at the learning environment had also contributed to the success and involvement of the learners. Oftem, the animateur will be tempted to choose a particular method than resorting to an 'assortment' of methods. The well thought out methods of 'simulation', 'games', 'drill method' and 'role play' handled by the animateur in this case, exemplifies the underlying success of the programm.

(4) No matter how efficient the animateur is inside the learning centre, if he or she has no 'informal' or 'non-formal' contacts with the learners outside the class, motivation will wither. This clearly illustrates the 'contacts' of the animateur at all times and at all levels in the village.

(5) Problem-oriented topics will have greater motivational effect and the choice of estimating the budget had an everlasting impact on their motivation.

(6) Needless to state, the tour arranged by the animateur, acted as summation of their learning experience, which has helped them to see experience as an wholesome learning situation, than in bits and pieces as it happens inside the learning centre.

(7) Another remarkable aspect of this case is the utilization of the learning materials. Adult learning, in order to be meaningful, participatory and motivating, must consist of plethora of motivati ional materials and the animateur's choice of the variety of technolgies is a noteworthy feature.

E. Evolution: Described in 'A'

F. Influences: The strength of the program mainly dpends upon the effectiveness of the animator and the training that is given to him. Unfortunately in India the policy makers have alloted a vary small amount as honorarium for the animator which is not encouraging.

The help and cooperation from the village people and heads of the village has a positive impact. The visits made by the students and faculties of the Department also stimulating the participants and excellent responses are coming forth.

Other programmes such as TV, Radio broadcast specially designed for the participants creates interests on the part of the learners.

Non-availability of regular buildings to hold the sessions is a negative influence that is found in most places. Also in many centres as the building is not electrified, hurricane lamps are used which does not create an atmosphere for learning as the lamp gives out dim light.

Face Sheet
World Perspective on Adult Education

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1. Person who prepared this case description

   Name R. JAYAGOPAL Phone number _____

   Organization DEPT. OF ADULT & CONT. ED; UNIVERSITY OF MADRAS

   Street Address UNIVERSITY BUILDINGS, CHEPAUK, TRIPLICANE P.O.

   City or Town MADRAS 600 005 State or Province TAMIL NADU

   Nation INDIA

2. Check whether this case is based on

   (X) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   PUNJAB ASSOCIATION

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). LITERACY

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   VOLUNTARY ASSOCIATION

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. _____ nationwide

7. Year(s) covered by the case description 1988

21B/1

PUNJAB ASSOCIATION

Preamble:

A voluntary organisation carrying out Government of India scheme. The scheme is for illiterate adults living in the Madras city slums. The programme is conducted every year with the financial support from the government. The government has structured a standardized pattern in which the program is to be conducted. There are two different pattens. (a) Old pattern and (b) New Pattern.

(a) Old Pattern

Project Officer	- 1
Supervisor	- 3
No. of centres	- 100

(b) New Pattern

Project Officer	- 1
Asst. Project Officer	- 1
Supervisor	- 10
Centres	- 300

The Association mainly carries out the pegram for illiterate women. Adopts the guidelines of the government Adult Education program. The components of the progaam being literacy, numeracy and functionality. The main thrust is laid on making the illiterate adult a literate. Besides functionality is also being imparted. The duration of each program is for a period of ten months.

B. Setting:

The Association is in Madras and the programs are conducted in the slums of the city. The program is conducted in ten different places. In each area there are about thirty centres. And in each centre roughly thirty illiterate adults are being enrolled. Name of the areas in which the program is conducted:

1. Saligram and Virugumbakkam
2. K.K.Nagar and M.G.R.Nagar

3. Ashok Nagar
4. Kodambakkam and Vadapala ni
5. Arumbakkam and Aminjikarai
6. Ayanavaram
7. Perambur and Chembium
8. Vyasarpadi
9. Basin Bridge
10. Korruiupet and Erukhancheri

C. Outcome:

In the present program commencing from April 1987 to March 1988. There are learners enrolled in 3 different parts of the city namely T.Nagar, West Mambalam and Jaffarkanpet. They belong to the age group 15 to 40. The caste structure of the learners are given in a table below. They mainly belong to two castes. One is Backward class (BC) and the other Scheduled Caste (SC).

Age-wise break up of learners

Age group	No. of learners		Total
	SC	BC	
Below 15 years	-	-	-
15 to 20	455	450	905
21 to 25	471	373	844
26 to 30	365	296	661
31 to 35	170	263	433
35 to 40	99	76	175
41 and above	-	-	-

Break-up of learners by area

T. Nagar		West Mambalam		Jaffarkanpet	
SC	BC	SC	BC	SC	BC
499	539	680	310	381	609
1038		990		990	

D. Process:

21B/3

A Project Officer is in charge of three hundred centres.

The Project Officer, Assistant Project Officer and Supervisor regularly vist the centres and support the animator.

Training for the functionaries i.e. animators, supervisors, Assistant Project Officer and Project Officer is given by the resource persons from the State Resource Centre for Non-formal Education and Directorate of Non-formal and Adult Education.

Vocational training is given by Shramik Vidya Peeth. Shramik Vidya Peeths are organisations run by the Government of India in few cities of the country. The aim of the Vidya Peeths is to impart training in different areas for the labourers and their family members. In particular the SVP in Madras has given training to the participants of adult education centres run by Punjab Association in making agarbathi, cleaning powder, detergent power, phenyl and publes.

Monthly in-service training is given to the Project Officers. Special progams on health is being conducted every month in the centres.

Doctors from the city Madras Leprsoy Centre, Shenoy Nagar train the participants on Leprosy Control.

The Association is in possession of few sewing machines which they give in rotation to the centers. Other than sewing, embroidary, making of wire basket, paper flowers etc are also taught in the centres as part of vocational training.

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218/4

Face Sheet
World Perspective on Adult Education

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1. Person who prepared this case description

   Name FR E.P. BURNS Phone number 2303

   Organization HAYDEN HALL

   Street Address 42 LADEN LA ROAD

   City or Town DARJEELING State or Province WEST BENGAL

   Nation INDIA

2. Check whether this case is based on

   (X) an actual program

   ( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

HAYDEN HALL: A COMPREHENSIVE COMMUNITY DEVELOPMENT APPROACH

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). HEALTH; FAMILY; CITIZEN

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   VOLUNTARY RELIGIOUS

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. _____ nationwide

7. Year(s) covered by the case description _____

210|1

Hayden Hall: A Comprehensive Community Development Approach

Darjeeling, India

In a northern corner of West Bengal, the hill country of Darjeeling, India, a comprehensive human development program is making a difference in the lives of the rural and urban disadvantaged population, primarily of Nepali origins.

Started in 1969 as an emergency response to help rehabilitate urban landslide and fire victims, Hayden Hall, a non-governmental religiously sponsored local program, has expanded over the past 19 years to include attention to four priority areas: housing, non-formal education, training and income-generating programs.

The following case description is based upon an interview in the Fall of 1987 with Hayden Hall's founder, director and guiding spirit, Father E. P. Burns (a Jesuit priest originally from Canada who has lived for the past 37 years in India) and a program brochure. Over the years, Fr. Burns has taught English and other subjects at St. Joseph's College in Darjeeling.

While "Human Development" is the overall goal of Hayden Hall, this general goal is achieved through specific programs in feeding, healing, housing, educating, training, empowering and helping the villagers and hill people become more self-confident and self-reliant.

Non-formal education is broadly defined and includes programs for mother and child care, tuberculosis eradication, "adult education" or literacy, pre-school education, nutrition and food programs and training in agriculture and animal husbandry techniques.

Hayden Hall is located in the center of Darjeeling village and serves as the administrative center for the 45 full-time staff and hundreds of paraprofessionals and volunteers working with this center. At any one time half of the staff and most of the paraprofessionals are out in the hundreds of

210/2

villages in this area working directly with the people. Father Burns is the only foreigner on the staff--the remainder are Indians (mostly of Nepali ancestry) as are the people they serve who live in this corner of India on the border of Nepal, Sikkim (now a state of India) and Bhutan.

Despite the fact that Hayden Hall is in contact with the State Adult Education Department in Darjeeling, and have applied in the past for aid for their adult education programs, there has not been a very positive response from the Government. However, the State Government does buy literacy materials (developed in the Nepali Language by Hayden Hall) from Hayden Hall. Their programs actually started in 1974, using materials, which was a collation of materials used by other adult education groups. Initially it was an eclectic method. The adult education approach between 1974-78, was to teach reading, writing, and arithmetic. However, in 1978, after an evaluatian done by the staff, the whole adult education approach and consequently the materials, radically changed. The new approach, adapted along Frierean lines was problem-oriented. The staff took almost the whole year to create these materials, because they spent three months of the year touring villages of the hill areas, to discuss the problems of the people with the people. After that, they sat down and priorized the problems, and then worked out the linguistic expressions, based on the combinations and permutations of the language. One of the staff members worked out the visuals, using the silk-screen technique. The staff also developed a teacher's training manual, which would help the teacher to use these new materials in the way it should be - i.e., to help them initiate dialogue, which is essential to this whole approach, especially because villagers and the poor are not great talkers. These materials were supplemented by follow-up literature for neo-literates. They are on subjects, which are pertinent, written in simple Nepali, and in bold print. As a result of all

this, the new approach has proven to be very effective. A good indication of the people's interest has been their regular attendance at the evening literacy classes.

Four specific training programs are a central part of the integrated comprehensive approach that is the hallmark of Hayden Hall's efforts. One of these is paramedic training provided to village women who undergo a three-month training course as village level health workers. The training is done in the Darjeeling Center using non-formal educational approaches. When the woman returns to her village she is able to help in 80% of health problems and see that those problems she can't treat get proper referral and care. Yearly refresher courses are given to renew and update this training.

Other training programs include a three month to two year course training illiterate women in an income producing skill such as weaving, spinning, sewing and knitting. Training programs for villagers in agriculture and husbandry methods and farming cooperatives is also given. An important part of the training emphasis is on staff development--specifically new ideas in health, community skills, communication, teaching methods and motivation.

The success of this program can in large part be attributed to the dedication of its staff and grass roots workers from the community who work with the poor and needy on a one-to-one basis. They are credible leaders and powerful change agents within their own community. This is a program that is making a real difference in the lives of thousands of people in a neglected corner of the world.

210/4

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   City or Town MADRAS 600 005 State or Province TAMIL NADU

   Nation INDIA

2. Check whether this case is based on

   ( ) an actual program

   (X) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

   HOTEL MANAGEMENT AND CATERING TECHNOLOGY

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). C. WORKERS

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

   MINISTRY OF TOURISM

6. Basic characteristics of service area

   A. _____ geographic size (such as square miles or kilometers)

   B. _____ population (number of people living in area)

   C. _____ urban/rural (density of population)

   D. X nationwide

7. Year(s) covered by the case description _____

21C/1

NATIONAL COUNCIL FOR HOTEL MANAGEMENT AND CATERING TECHNOLOGY

PREAMBLE:

A diploma/certificate in hotel management and catering is a professional qualification which opens up employment opportunities immediately after completion. It offers a varied and interesting life in a heterogeneous industry, with wokk that is absorbing and challenging.

Hotel are often located in interesting places - on mountains, on lakes, off-shore islands and of course, in bustling metropolises - and the prospects are alluring. Being a service - oriented industry, it brings one in touch with literally millions. Hospitality is the hey-word to a career in hotels and catering There is direct contact with important and often famous people from all walks of life from various countries. Young men and women on the job lead a full and stimulating life, become receptive to new ideas, develop a broader outlook and a capacity to tackle problems with imagination and initiative.

In the last ~~xxxx~~ decade there has been a tremendous growth in this industry with more and more hotels coming up every year. Industrial growth and organised efforts towards promotion of tourism have created unlimited opportunities for qualified personnel. There is a wide range of jobs available in management, catering, cookery and confectionary, housekeeping, and front officex to suit individual's temperaments. Most of them are now specialised areas of operation requiring a great deal of study and practical application. People in the hotel and catering services work hard, and often at odd hours, but this is amply compensated by good perks and salaries, and a pleasant working anvironment,

B. There are twelve (12) Institutes of Hotel Management, catering and Nutrition running 3 year diploma courses and twelve Foodcraft Institutions to impart training at craft and skill level.

These institutions are for people who have a flair for creative work, who like to travel, who want to reach the top - and above all, for people who like people.

C. Main courses of study

Management courses for potential managers lay stress on practical work and managerial skills. Those who are looking for lucrative employment may take a 3 year diploma course in hotel management and catering technology with provision for post-graduate course in districts and a one-year course in specialised hotel management. The three-year diploma course, which is a blend of management techniques and practical skills in the various crafts connected with the hotel and catering industry, opens up vast vistas of gainful employment.

Cookery: Cookery is at the very heart of hoteleering and catering. The kook work is of a practical and creative nature while small hotels employ apprentice cooks, assistant cooks and cooks, larger establishments provide for chefs de cuisine. A head chef controls an important department with a larger complement of staff, and is required to be both a skilled practioner and an able organiser. Good chefs command high salaries and are among the highest paid professionals in the industry.

Bakery and Confectionery:

There is a great potential for development of the bread and biscuit inudstry in the country and knowledge of bakery is an important aspect of hotellering. Courses in bakery and confectionary are for people seeking careers in bakeries and hotels, or those wishing to set up their own establishments.

Canning and Food Preservation:

Students are equipped with both practical and theoretical knowledgein the principles of canning and food preservation. There are both full-time and part-time courses to become skilled craftsmen in this technical area. with employment opportunities in thehotel and catering industry as also the canning and food preservation industry.

Reception and book-keeping:

Reception work calls for public relations with skill in dealing with people of all kinds. It is here that a client makes his first personal contact with the establishment and forms his first impressions. It is also here that he gets all the information and advice required for his stay.

It means work in the front office where speech, deportment and punnality are essential prerequisites and a knowledge of foreign languages, an asset. The work also entails book-keeping, handling of cash and dealing with correspondence The one-year craft course takes all these aspects into account.

Housekeeping:

Hotel and institutional housekeeping is of primary importance. The work entails taking charge of domestic services, dealing with guest comfort matters, staff supervision, organising work routines, supervising linen supply, knowledge of maintenance of premises, furnishing and decor, textiles and flower arrangements courses in this craft aim at specialised training.

Enrolment for courses:

Enrolment for all courses normally takes place between May and July every year and for some craft courses, three a year.

Success Rate:

The success rate of the students passing out of these institutes has been pretty high. To date about 4,100 young people have taken the 3 year diploma and post diploma courses while another 18,000 have craft certificates. Most have found suitable and satisfactory jobs on completion of their studies. While a large section of the students went to hotels, restaurants and commercial establishments (66.6%), many have gone to the railways, airlines, shipping companies (12.95%) industrial canteens (10%) teaching (7.11%) and hospitals and extension schemes (3.14%).

The Ministry of Tourism has set up the National Council for Hotel Management and Catering Technology, an autonomous organisation with the Union Minister for Tourism as its President. The main objectives of the council is to co-ordinate the academic activities of all the institutions conducting courses in the field of food management, hotel management, catering and nutrition, with a view to bringing about uniformity in the standard of education in this field.

Career Courses in Hotellering and Catering:

Course	Duration	Qualification	Cities where courses available
I. Diploma in Hotel Management, Catering and Nutrition	3 years	Class XII of 10+2 systems or equivalent with 50% marks	New Delhi, Bombay Madras, Calcutta, Bangalore, Hyderabad, Bhubaneswar Ahmedabad, Goa, Lucknow, Srinagar Bhopal.
II. Craft courses		Class X of 10+2 system or Equivalent with 50% marks	In all the institutions listed in the panel
a) Cookery	6 months		
b) Bakery and Confectionary	6 months		
c) Restaurent & Counter serives	1 year		
d) Hotel Reception &Bookkkeeping			
e) House keeping			
f) Canning & Food presentation			
III. Post Diploma Specialised hotel Management	1 year	3-year Diploma in Hotel Management, Catering and Nutrition or graduate with relevant experience	Bombay
IV. Post Diploma couse in Dietectis	1 year	3-year Diploma in Hotel Management, Catering Nutrition or Degree in Home Science/Nutrition Science/Medicine	Bombay
V. Diploma in Tourism and Travel Management	1 year	Graduate	Hyderabad, Jaipur, Aligar
VI. Post Diploma in Teachers Training	6 months	3-year Diploma in Hotel Management, Catering, Nutrition or M.Sc. in Home Science/ Food Technology, or Diploma in Dietetics, or Graduate with relevant experience	Bombay
VII. Certificate course in Food Service Management	6 months	SSC with craft certificate and experience, or graduate, preferably in Science	Bombay
VIII. Housewives course	13-15 weeks	Working knowledge	

21C/5

Note:

1. Admissions to the 3 year Diploma course is through a joint entrance test. Advertisements to this effect are published in the leading newspapers.

2. There is reservation of a certain percentage of seats for scheduled caste/tribe candidates, who are also allowed relaxation in age and marks for all courses
3. The institutions are affiliated to the respective State Boards of Technical Education and each is managed by a separate autonomous society registerd under Registration Act 1866.

21C/6

A WORLD PERSPECTIVE:
AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

For additional information, contact:

Professor Alan B. Knox
Continuing Education
University of Wisconsin-Madison
264 Teacher Education Building
225 N. Mills Street
Madison, Wisconsin 53706, USA
Phone: (608) 263-2937

NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
2. Needs (indication that a problem or educational need existed that the program should address)
3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
4. Content (major subject matter fields)
5. Finances (money and in-kind support from any source)
   To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
6. Facilities, equipment, materials
7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
1. Positive influences that help or contribute to the program's effectiveness or success.
2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.